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ABSTRACT

Curriculum objectives are detailed for the Milwaukee French Language Arts Program in the French Immersion Program. The report is based on the English Language Arts Program in the Milwaukee Public Schools. The philosophy of the program is to use the second language as both the tool and object of instruction. The curriculum indicates what is expected of students at the kindergarten through grade 6 levels if they are to be considered educated communicators. Curriculum areas include: language/ building sentences; word power; maintaining usage and manuscript skills; composing; other writing experiences; comprehending literature; oral language and listening skills; and utilizing study skills. (LB)

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THE FRENCH IMMERSION LANGUAGE ARTS PROGRAM K-6

KINDERGARTEN

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Language Concepts.

* -- Associate the printed symbols with illustrations of an experience.
* — Recognize that what he/she has expressed orally can be recorded in print form.

Develop Sentence Sense.

* — Be encouraged to speak in correct word order sentences in controlled situations.
* -- Become aware of sentence development in a classroom setting that emphasizes storytelling, poetry, discussion of experiences, and other related activities.
* — Become aware of the following sentence patterns:

| | |
|---|---|
| S + V | Il mange. |
| S + V + Adv | Il mange vite. |
| S + V + Obj | Il regarde le livre. |
| S + Obj + V | Il le regarde. |
| S + Obj + Obj + V | Il lui la donne. |
| S + V + Obj + Adj | Il regarde le livre bleu. |

* -- Become aware of the above sentence patterns in their negative forms using:

1. ne . . . pas
2. ne . . . jamais
3. ne . . . plus
4. ne . . . que
5. ne . . . ni . . . ni
6. personne
7. rien
8. nulle part

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* -- Become aware of the above sentence patterns in their interrogative forms using:

1. inversion — Sais-tu nager?
2. "est-ce que" — Est-ce qu'on a les devoirs?
3. inflection — Il est absent?
4. question words + "est-ce que"

| | |
|---|---|
| Qui | Quand |
| Pourquoi | Quel (Quelle) |
| Comment | Dequi(le) |
| D'où | Laquelle, lequel, lesquels |
| Où | |

5. question words (see #4) + inversion
6. statement + "n'est-ce pas?"

Develop Sentence Building.

* -- Name and describe: les objets, les personnes, les choses, les animaux.
* -- Respond in oral language situations using common and frequently used French expressions.

Develop Sentence Patterns.

* -- Recognize the two-part nature of sentences: simple subject and simple predicate.

Il // va.

Develop Understanding of Form Classes.

* -- Associate words with their actions. (See Appendix 1.)
* -- Use interesting new and descriptive words heard in different sentences.
* -- Learn exact names of persons, places, objects. (See Appendix 2.)

Develop Sequence of Alphabet.

* -- Recognize the sequence of the alphabet.

KINDERGARTEN

WORD POWER

The student will:

Develop Language Concepts through Use of Personal Names:

* — Recognize and say his/her name with expression. "Je m'appelle _____."
* -- Identify and name special people in school:
  l'instituteur/trice
* — le maître/la maîtresse
  le directeur/trice
  la sécrétaire
  l'assistant(e)
  le gardien
* -- Identify special community workers:

| | |
|---|---|
| le pompier | le médecin |
| l'agent de police | l'infirmière |
| le conducteur/la conductrice de bus | le pharmacien |
| le dentiste | |

Develop Language Concepts through Use of Special Words.

* -- Identify and name the colors (see Appendix 2).
* -- Identify and name the shapes (see Appendix 2).
* -- Follow the directions (see Appendix 2).
* — Identify the positions: en haut, en bas, au dessus de, au dessous de, sous, sur autour de.
* — Identify the position: du haut, du bas, du milieu, la gauche, la droite, avant, après.
* — Identify the positions: le premier, au/milieu de, le dernier, la suivante, a côté de.
* — Name the days of the week in order (see Appendix 2).
* -- Discuss the months of the year (see Appendix 2).
* — Appropriately use words describing weather (see Appendix 2).
* — Act out street safety situations and appropriately use safety words: Arrêtez, Passez, Attention.
* -- Use expressions of courtesy (see Appendix 2).
* — Identify the time concepts (see Appendix 2).

Develop Language Concepts through Use of Word Categories.

* -- Name pictures of objects.
* -- Identify objects that go together.
* -- Classify objects according to category labels.
* -- Use words in the appropriate comparative or superlative form: plus petit, le plus petit.
* -- Name opposites (see Appendix 2).

Develop Language Concepts through Understanding of Word Functions.

* -- Begin to identify words with their functions: les noms, les verbes.

KINDERGARTEN

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correct Usage.

* -- Respond using the correct tense of verb (present, le passé composé, future, l'imparfait).
* -- Will suggest describing words for a given picture.
* -- Identify words that describe feelings (see Appendix 2).
* -- Use words that describe feelings (see Appendix 2).
* -- Use imagination to create visual images.
* -- Use words that describe objects (see Appendix 2).

Develop Dialect Awareness.

* -- Develop dialect appropriate for classroom environment: Address adults using the "vous" form.

Develop Understanding of Conventions and Mechanics.

* -- Trace/draw known shapes.
* -- Write known letters (upper/lower case).
* -- Write own name.
* -- Write known numerals.
* -- Follow directions for marking answers (see Appendix 2).
* -- Write name and numerals in left to right progression.

KINDERGARTEN

COMPOSING

The student will:

Engage in Composing Experiences.

* — Dictate statements related to an experience.
* — Dictate statements related to a painting or drawing.
* — Tell a story using a hand puppet.
* — Dictate the directions for (from) a cooking experience (apple sauce, making butter) as a group.
* — Dictate "thank you" letters, "get well" letters (cards) individually or as a group.

Note: At the kindergarten level, the students will be encouraged to dictate in French but will also be allowed to dictate in English with the teacher translating and recording only French.

Understand Relationships in Written Forms.

* — Understand the concept of a recorded sentence of an experience as dictated by students.
* — Understand the concept of a recorded sentence used to give information.
  Nous sommes à la bibliothèque.
  Nous sommes dans la cour.
* — Understand the concept of a recorded phrase to give information.
  les choses qui sont rouges; les grandes formes; les petites formes.
* — Understand the concept of the recorded word as denoting an object or name (les cartes avec les noms; les noms de couleur).
* — Understand the concept an individual printed letter (alphabet books, cards, dimensional letter shapes).

KINDERGARTEN

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Thoughts in Recorded Writing.

* -- Dictate thank you letters individually.
* -- Dictate meaningful sentences/phrases to use with his/her activity.
(This is Mary's clay work; "Keep out;" "My train. Kevin").

Note: At the kindergarten level, the students will be encouraged to dictate in French but will also be allowed to dictate in English with the teacher translating and recording only in French.

## KINDERGARTEN

### COMPREHENDING LITERATURE

The student will:

Understand Story Element.

* -- Follow a story-picture sequence while listening to a story/rhyme/poem.
* — Listen for details.
  — Recite parts of rhyme/poem/story.
* -- State the main ideas of a rhyme/poem/story (in English or French).
  -- Discuss feelings after hearing a story/poem (in English or French).
* -- Recall story events in sequence (in English or French).

Experience Types of Literature.

* -- Listen to nursery rhyme for enjoyment.
* -- Recite and act out a nursery rhyme.
* -- Listen to fairy tales/folk tales.
* -- Listen to realistic fiction.
* -- Discuss information read to him/her related to activity/experience (in English or French).
* -- Listen to a story for enjoyment.

Experience Technique and Elements of Style.

* — Listen to a poem (story) and discuss key descriptive words (phrases).
* -- Discuss the probability of reality/fantasy (in English or French).
* -- Distinguish between make-believe and realistic situations.
  -- Recall words/phrases that rhyme.

The Directed Reading Lesson Approach.

* -- Comprehend literature through use of directed reading lesson.
  (See Appendix C of "The English Language Arts Program" - MPS.)

KINDERGARTEN

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* — Listen with common courtesy, waiting one's turn, listening to the speaker.
* -- Follow oral directions (see Appendix 2).
* -- Recognize rhyming words.
* — Recall sequence of story/poem after hearing it read.

Develop Speaking Skills.

* -- Speak so everyone can hear.
* -- Speak in complete sentences in controlled situations.
* -- Discuss a topic, event or experience with guidance for clarity of articulation, sequence, and correct discription of the actions (in English or French).

Participate in Creative/Dramatic Experiences.

* — Role play an experience.
-- Portray a character of a story in a dramatization.
* — Understand non-verbal expressions (smiles, frowns, hand clapping, wink).
* — Tell a story, sing a song, or recite a poem.

Use Appropriate Language (Dialect) for Classroom Conversation.

* — Become aware of appropriate language for classroom conversation:
Address adults with "vous" form.

KINDERGARTEN

UTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Locate the cover of a book.
* — Understand the title page (le titre, l'auteur, l'illustrateur).
* -- Understand le début, le milieu, la fin d'une histoire.

FIRST GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Language Concepts.

* -- Associate the relation of printed symbols to illustrations of an experience:
  * - Be able t associate the printed symbol with illustrations of an experience.
  * - Circle the sentence which describes the picture.
  — Acquire a basic vocabulary in French (see Appendix 2).

Develop Sentence Sense.

* — Recognize word order:
  * - Identify correct arrangement of words in the following sentence patterns:

| | |
|---|---|
| S - V | Il marche. |
| S - V - Adv | Il marche vite. |
| S - V - Obj | Il mange la pomme. |
| S - V - Adj | Il est beau. |
| S - V - Obj - Adj | Il mange la pomme rouge. |
| S - Obj - V | Il la regarde |

  * - Rearrange groups of words to form sentences.
* -- Distinguish between sentence/non-sentence:
  * - Understand that a sentence is a group of words that makes sense together.
  * - Distinguish between complete and incomplete sentences.

Develop Sentence Building.

* - Refine the identification and naming pictured "personnes, animaux, et activités."
  * - Name pictures of objects.
* -- See word/picture relationship:
  * - Identify the names of objects as "noms."

Develop Sentence Building. (continued)

* -- Refine complete sentence responses:
    * - Write the names of pictured objects.
    * - Write the names of objects and use them in complete sentences.
    * - Dictate original sentences.
    * - Make up sentences about objects.
* — Identify kinds of sentences:
    * - Distinguish between "les phrases et les questions."
    * - Understand that a question is another kind of sentence.
    * - Recognize a question formed by inversion. Sais-tu nager?
* -- Recognize and form questions with:
    * - Inflection — Il est absent?
    * - "Est-ce que" + S + V — Est-ce qu'on a les devoirs?
    * - Question words + "est-ce que" or inversion:

| | | |
|---|---|---|
| Oui | Où | Laquelle, lequel, |
| Pourquoi | Quand | lesquelles, lesquels |
| Comment | Quel(le) | |
| D'où | Dequel(le) | |

* -- Recognize and use negative forms.
* — Tag phrase "n'est-ce pas?"

Develop Sentence Patterns.

* -- Refine two-part nature of sentences:
    * - Distinguish action words from naming words.
    * - Identify action words and naming words.
    * - Classify words according to category labels ( les verbes, les noms).
    * - Use action and naming words in complete sentences.

Develop Understanding of Form Classes:

* -- Recognize nouns:
    * - Distinguish between singular and plural nouns.
    * - Form plural nouns by adding -s.
    * - Understand the concept of proper nouns (Mme Blanc; Paris; Marie).
    * - Understand the use of "de" to form the possessive: L'ami de Jean.
    * - Identify masculine and feminine nouns.

Develop Understanding of Form Classes. (continued)

* -- Recognize verbs:
    * - Identify and use action words (les verbes).
    * - Use action form that agrees with subject. (In writing, use correct form of verb for 3rd person singular and plural, present tense, regular "-er" verbs: -e; -ent.
    * - Distinguish between action words in "présent" and "passé composé": -e; avoir + v (é).
    * - Given "présent" form of a regular "-er" verb, be able to give "passé composé."
* -- Recognize adjectives and adverbs:
    * - Suggest describing words for a given picture.
    * - Dictate sentences using describing words.
    * - Identify describing words in written form (les adjectifs et les adverbes).
    * - Identify masculine and feminine forms of adjectives.
* -- Recognize conjunctions:
    * - Recognize that words and groups of words can be joined.
* -- Recognize pronouns:
    * - Recognize that pronouns can replace nouns without changing the meaning of sentence (il, elle, ils, elles, on).

Develop Sequence of Alphabet.

* -- Recognize the sequence of the alphabet.
* -- Supply missing letters in alphabetical sequence.
* -- Begin to alphabetize words according to the first letter.

FIRST GRADE

WORD POWER

The student will:

Refine Language Concepts.

* — Maintain and extend understanding of personal names.
* -- Maintain and extend understanding of special words.
* -- Maintain and extend understanding of word categories.
* -- Maintain and extend understanding of word functions.

Develop Understanding of Synonyms.

* -- Recognize that some words have similar meanings.

Develop Understanding of Antonyms.

* -- Recognize that some words have opposite meanings.

Developing Understanding of Multiple Meanings.

* — Recognize that a word may have more than one meaning. ( I can (verb) sing. I bought a can (noun) of soup.)

FIRST GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student Will:

Use Correctly Various Form Classes.

* -- Make effective use of verb forms.
  * - Understand and use orally:

    aller + infinitive
    pouvoir + infinitive
    vouloir + infinitive
    devoir + infinitive
    Il faut . . . .

* — Understand and use orally these verb tenses: le présent; l'imparfait, le passé composé.
* -- Understand these verb tenses: le futur; le conditionnel; le subjonctif.
* -- Understand and recognize the written form of "le passé simple" as a past tense.
* -- Understand and use orally the imperative form. (In writing, use correct form of imperative with regular "-er" verbs in singular (informal) and plural (formal).
* -- Be formally introduced (in written and oral form) to the following verb conjugations:

| | | |
|---|---|---|
| aimer | être | regarder |
| aller | finir | venir |
| avoir | pouvoir | vouloir |

* -- Make effective use of adjectives.
* -- Make effective use of adverbs.
* -- Make effective use of pronouns as noun substitutes (il, elle, ils, elles, on je, tu, nous, vous).

Develop Understanding of Dialect.

* -- Develop dialect appropriate for classroom work.
  * - Use "Pardon" in appropriate situations.
  * - Address adults with the "vous" form.

Develop Conventions and Mechanics.

* — Understand relationship between oral and written expression.
* -- Use correct punctuation:
    * - Period.
    * - Question mark.
    * - Exclamation mark.
    * - Guillemets « ».
* -- Use comma correctly (in friendly letters, date - year "le 10 juin, 1984".
* — Understand use of capitalization:
    * - Begin sentences with capital letter.
    * - Begin proper nouns with capital letters.

Develop Handwriting Skills.

* -- Use manuscript form.

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from French phonics.

FIRST GRADE

COMPOSING

The student will:

Understand Relationships in Written Forms.

* -- Recognize a sentence.
* -- Recognize a phrase.
* -- Recognize a word.
* -- Recognize a letter.

Understand and Use Sentence Variety.

* -- Understand and use declarative sentences.
* -- Understand and use interrogative sentences.
* — Understand and use imperative sentences.
* -- Understand and use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs (as a group).
* -- Use skills of organization, unity, continuity, clarity.

Begin Composing Experiences.

* — Dictate and write experience stories.
* — Dictate and write friendly letters.
* — Dictate and write stories and poetry.
* -- Dictate and write reports.

Use Symbols of Correction.

* -- Edit for capitalization, punctuation, indentation.
* -- Rewrite.

FIRST GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* — Create stories.
-- Create riddles.

Expand Functional Writing.

* -- Compose book reports.
* — Compose invitations.
* — Compose thank you letters.
-- Compose friendly notes.

FIRST GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Become aware of characters (including traits, roles, and motives) as a group activit
* -- Recognize setting, plot, tone-mood as a group activity.

Be Exposed To Types of Literature.

* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification (human attributes portrayed by animals and objects).
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact and opinion.
* -- Distinguish between rhythm and rhyme.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literary elements in the reading lesson. (See Appendix C of "The English Arts Program" - MPS).

FIRST GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
    * - Be attentive and courteous.
    * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow directions.
* -- Identify rhyming words.
-- Recognize speech sounds in words.
* -- Recall story sequence, details, and action.
-- Obtain oral information from appropriate sources.

Develop Speaking Skills.

* -- Become aware of articulation skills:
    * - Enunciate clearly and distinctly.
    * - Speak loudly enough to be heard by audience.
    * - Develop a speaking rate that is neither hurried nor slow.
    * - Develop a pleasing voice.
* -- Speak in complete sentences.
* -- Use correct article (le, la, les, l') with words of frequent usage.
* -- Use most frequent structures correctly.
* -- Develop skill in describing:
    * - Action.
    * - Events.
    * - Animals.
    * - Objects.
    * - Feelings.
    * - Space/time relationship.
* -- Relay accurate messages.
* -- Give clear sentence response to questions.
* -- Participate in group discussions (large and small).
* -- Recite poetry, rhymes, jingles.

Develop Creative Dramatic Skills.

-- Role play the action of characters in stories and poems.
* -- Use non-verbal expressions (smiles, nods, glances, gestures):
- Pantomime stories, poems, television shows, telephone conversations.
* - Tell stories, songs, poems.
* - Dramatize events, situations, poetry.

Develop Classroom Dialect.

* -- Develop and use dialiect appropriate for classroom conversation.
* - Use "vous" when speaking to teacher.
* - Use "Pardon" in appropriate situations.

FIRST GRADE

UTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Recognize Table of Contents.
* — Recognize alphabetical order.

Become Aware of Information in Reference Sources.

* -- Recognize format of picture dictionary/glossary.

SECOND GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Sentence Sense.

* -- Understand word order.
* — Recognize the importance of word order to the meaning of the sentence.
* — Rearrange groups of words to form sentences.
* -- Distinguish between sentence/non-sentence.
* — Understand that a sentence is a group of words that expresses a complete idea.
* — Distinguish between complete and incomplete sentence.
* -- Recognize run-ons/fragments:
    * - Identify run-on sentences (long, straggling sentences composed of several short sentences joined with "et" or "mais").

Develop Sentence Building.

* — Refine word/picture relationships.
* -- Refine complete sentence responses.
* — Refine kinds of sentences:
    * - Distinguish between statements and questions.
    * - Recognize sentences that give commands.
* -- Construct simple noun/verb sentences.
* — Continue development of question words (adding Auquel, Auxquels, Auxquelles).
* — Maintain and extend understanding of negative forms.

Develop Sentence Patterns.

* — Refine understanding of two-part nature of sentences:
    * - Recognize the functions of sentence parts (who or what did what).



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Develop Understanding of Form Classes.

* -- Recognize nouns:
    * - Identify nouns as names for persons, places, or things.
    * - Distinguish between singular and plural nouns.
    * - Add -s or -x to form plurals.
    * - Recognize and write proper nouns.
    * - Recognize and use the following ways of expressing possession:
        * - Use of "de" C'est le livre de Jean.
        * - Use of "à" C'est à moi.
        * - Use of possessive pronoun. C'est le tien.
    * - Identify nouns as masculine or feminine.
* -- Recognize verbs:
    * - Distinguish between the 3rd person singular and plural forms of regular "-er" verbs in the present tense (- e; -ent).
    * - Use the verb form that agrees with the subject.
    * - Recognize "le passé simple" as a past tense and give the infinitive.
    * - Recognize and conjugate "le passé composé" of regular "-er" verbs.
    * - Recognize and conjugate "le passé composé" of regular "-ir" verbs.
    * - Recognize and conjugate verbs with "être" as auxiliary verb (see Appendix 1).
* -- Recognize and use correct articles:
    * - Definite articles (le, la, les, l').
    * - Indefinite articles (un, une, des).
* -- Recognize adjectives and adverbs:
    * - Identify and use describing words (les adjectifs; les adverbes).
    * - Recognize masculine and femine forms of adjectives.
* -- Recognize conjunctions:
    * - Recognize that words and groups of words can be joined with "et" and "mais."
* -- Recognize pronouns:
    * - Recognize that pronouns can replace nouns without changing the meaning of a sentence.
    * - Recognize and use all subject pronouns (je, tu, il, elle, nous, vous, ils, elles, on).
    * - Recognize and use the following direct object pronouns: la, le, les, moi, toi.
    * - Recognize and use the following indirect object pronouns: me, te.
    * - Recognize and use the following possessive pronouns: mien(ne), miens/miennes; tien(ne), tiens/tiennes.

Develop Sequence of Alphabet.



* -- Supply missing letters in alphabetical sequence.
* -- Alphabetize words according to first and second letters.

SECOND GRADE

WORD POWER

The student will:

Refine Language Concepts.

* -- Maintain and extend understanding of personal names.
* -- Maintain and extend understanding of special words.
* -- Maintain and extend understanding of word categories.
* -- Maintain and extend understanding of word functions.

Refine Understanding and Use of Synonyms, Antonyms, Compound Words, Root Words, and Suffixes.

* -- Recognize that synonyms are words that have similar meanings.
* -- Recognize that antonyms are words that have opposite meanings.
* -- Recognize that root words have no prefixes or suffixes.
* -- Recognize suffixes as word parts added to the end of root words.
* -- Recognize that some words have more than one meaning.

Develop Simple Word Origins.

— Recognize simple word origins.

Develop Homonyms.

* -- Recognize homonyms as words that are pronounced the same but have different spellings and meanings.

SECOND GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correctly Various Form Classes.

* — Make effective use of verb forms.
* -- Establish effective agreement between verb and its subject.
* — Make effective use of comparative adjectives.
* -- Establish effective placement of adverbial modifiers.
* — Make effective substitution of pronouns for nouns.

Develop Dialect Appropriateness Concept.

* — Develop dialect appropriate for classroom work.
  * - Use "vous" form when appropriate.
  * - Use "Comment?" and "Pardon" in appropriate situations.

Develop Understanding of Conventions and Mechanics.

* -- Refine relationship between spoken English and writing skills of capitalization and punctuation (period, comma, question mark, apostrophe, guillemets).
* — Use correct punctuation:
  * - Period (after some abbreviations; after statements).
  * - Question mark.
  * - Exclamation mark.
  * - Comma.
  * - Apostrophe (after article; contractions).
* -- Use abbreviations correctly (M., Mme, Mlle).
  -- Use quotation marks correctly (short titles, quotations).
  -- Use underlining (titles of books).
* -- Understand use of capitalization:
  * - Begin sentences with capital letter.
  * - Begin proper nouns with capital letters.
  - Begin first word in titles.
* -- Understand use of the following form of capitalization instead of English "last name first":
  Jean LEBRUN.

Develop Handwriting Skills.

* -- Use manuscript form.
* -- Begin transition from manuscript to cursive form.

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from French phonics.

SECOND GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use declarative sentences.
* -- Use interrogative sentences.
* -- Use imperative sentences.
* -- Use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs:
    * - Select a topic.
    * - Identify related events.
    * - Order events in chronological sequence.
    * - Write a title.
    * - Write a beginning sentence.
    * - Follow a plan for writing.
    * - Write an ending.
* -- Use skills of organization, unity, continuity, clarity.

Engage in Composing Experiences.

* -- Compose experience stories.
* -- Understand parts of friendly letters.
* -- Write friendly letters (and addresses).
-- Compose poetry.

Use Symbols of Correction.

* -- Proofread compositions.
* -- Edit compositions.
* -- Rewrite rough drafts.

SECOND GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* -- Create stories.
-- Create riddles.

Expand Functional Writing.

* -- Compose messages.



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SECOND GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Recognize characters (including traits, roles, and motives).
* -- Recognize setting, plot, tone-mood.

Be Exposed To Types of Literature.

* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to historical fiction.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.
* -- Respond to science fiction.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification.
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact or opinion.
* -- Distinguish between rhythm and rhyme.
-- Respond to imagery.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literature elements in the reading lesson. (See Appendix C of "The English Language Arts Program" - MPS.)

SECOND GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
  * - Be attentive and courteous.
  * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow oral directions:
  - Maps.
  - Poems.
  * - Teacher-designed activities.
  * - Specific tasks.
* -- Identify rhyming words in poetry.
* -- Recognize speech sounds in words (initial, final).
* -- Expand vocabulary and usage skills.
* -- Recall story sequence, details, and action.
* -- See and feel pictures painted with words:
  * - Discriminate between significant and insignificant detail.
  * - Retell a story.
  * - Obtain oral information from appropriate sources (teacher, other persons, recordings).

Develop Speaking Skills.

* -- Develop articulation skills:
  * - Become aware of the effect volume, pitch, tone, and inflection have on feelings.
* -- Speak in complete sentences.
* -- Contrast:
  * - Actions.
  * - Events.
  * - Animals.
  * - Objects.
  * - Feelings.
  * - Space/time relationship.
* -- Relay accurate messages.

Develop Speaking Skills. (continued)

* -- Give clear sentence response to questions.
* -- Participate in group discussion:
    * - Stories.
    * - Story elements.
    * - Story problems.
    - Titles.
* -- Recite poetry, rhymes, jingles, stories (parts of).
* -- Present book reports.

Develop Creative Dramatic Skills.

* -- Role play action of characters in stories and poems.
-- Use non-verbal expressions, including pantomine.
* -- Tell stories, songs, poems.
* -- Dramatize events, situations, poetry.

Develop Classroom Dialect.

* -- Develop and use dialect appropriate for classroom conversation:
    * - Use "vous" form when appropriate.
    * - Use "Comment?" and "Pardon" in appropriate situations.
* -- Recognize dialectial differences in French spoken in Canada and France and other areas of the world when appropriate.

SECOND GRADE

UNTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Use Table of Contents.
* -- Develop skills of alphabetizing.
* -- Locate page numbers.

Use Standard Book Features.

* -- Develop skills in the use of graphic aids (maps, pictures).

Use Information in Reference Sources.

* -- Recognize and use dictionary/glossary: guide words, entry word, definitions, pictures.
* -- Understand classifying.

THIRD GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Refine Understanding of Sentence Sense.

* -- Recognize word order:
  * - Understand that the order in which words are arranged in a sentence is important to the meaning of the sentence. (Mon ancien instituteur est venu me voir. C'est un arbre ancien.)
* — Distinguish between sentences and non-sentences:
  * - Identify complete sentences.
  * - Arrange groups or words to make sensible sentences.
* -- Recognize run-on sentences:
  * - Understand that run-on sentences can be written with greater clarity.
  * - Restate/rewrite run-on sentences.
* — Recognize sentence fragments:
  * - Restate/rewrite sentence fragments in complete sentences.

Refine Understanding of Sentence Building.

* -- Refine kinds of sentences:
  * - Identify/construct telling and asking sentences.
  * - Identify/construct sentences that give order or command.
  * - Recognize sentences that show strong feelings.
* -- Expand subject and predicate with modifiers:
  * - Expand noun/verb sentences by adding describing words: (Le garçon court.
    Le petit garçon court.
    Le petit garçon court à l'école.)
* — Combine simple sentences:
  * - Combine sentences with use of pronouns: (Marie court vite.
    Marie tombe peu.
    Marie court vite et elle tombe peu.)

Refine Understanding of Sentence Building. (continued)

* - Combine sentences with use of "et" and commas:
(Beaucoup d'animaux mangent le foin.
Les chevaux mangent le foin.
Les vâches mangent le foin.
Les éléphants mangent le foin.

Beaucoup d'animaux mangent le foin.
Les chevaux, les vâches, et les éléphants mangent le foin.)
* - Combine sentences with use of "que" and "qui":
(J'ai donné le livre à ma mère.
Le livre est bleu.
J'ai donné le livre qui est bleu à ma mère.

Le papier est fini.
J'ai vu ce papier.
Le papier que j'ai vu est fini.)

Recognize Sentence Patterns.

* -- Refine understanding of two-part nature of sentences:
* - Identify nouns and verbs in simple sentences (use terms "le nom/le verbe").
* - Construct simple noun/verb sentences.
* - Recognize the function of the subject and predicate parts of sentences.
* - Recognize the question form with a noun as the subject: Le chat a-t-il mange du lait?

Recognize Form Classes.

* -- Identify nouns:
* - Distinguish between singular and plural nouns.
* - Distinguish between masculine and feminine nouns.
* - Add s or x to form plurals.
* - Recognize common and proper nouns.
* - Distinguish between common and proper nouns.
* - Recognize and use the following ways of expressing possession:
* - Use of "de" C'est le livre de Jean.
* - Use of "à" C'est à moi.
* - Use of possessive pronoun C'est le tien.

Recognize Form Classes. (continued)

* - Distinguish between collective, abstract and concrete nouns.

* -- Identify verbs:
  * - Recognize that subject-noun/verb-predicate agreement is important in clear communication (person and number).
  * - Recognize and use correct forms of être.
  * - Recognize and use the correct form of regular "-er" and "-ir" verbs in the following tenses: le présent, le passé composé, l'imparfait, le futur.
  * - Be introduced to the conjugation of regular "-re" verbs in the following tenses: le présent, le passé composé, l'imparfait, le futur.
  * - Recognize and use the correct form of frequently used irregular verbs (être, avoir, pouvoir, faire, vouloir, aller, venir) in the following tenses: le présent, le passé composé, l'imparfait, le futur.
  * - Recognize and use (in writing) the "passe simple" forms for "je" and "il."
  * - Recognize and use pronoun-verb contractions: J'ai, je l'ai, n'est-ce pas, c'est.

* -- Identify adjectives:
  * - Recognize that adjectives tell more about nouns and pronouns.
  * - Recognize function and scope of adjectives (size, shape, color, condition).
  * - Use adjectives in written and spoken comparisons:
    (Regular: grand; plus grand; le plus grand.
    Irregular: bon; meilleur; le meilleur.)
  * - Recognize and use possessive adjectives (ma, mon, mes, to, ton, tes, sa son, ses, notre, nos, votre, vos, leur, leurs).
  * - Recognize and use demonstrative adjectives (ce, cette, ces).
  * - Recognize and use partitive adjectives (du, de la, des, de l').

* -- Identify adverbs:
  * - Recognize that adverbs tell more about verbs.
  * - Recognize that adverbs tell how, when, and where and frequently end with "-ment."

* -- Identify articles:
  * - Recognize and use definite articles (le, la, les, l').
  * - Recognize and use indefinite articles (un, une, des).
  * - Recognize and use the definite article in combination with "à" (au, à la, aux, à l') and "de" (du, de la, des, de l').

* — Recognize conjunctions:
  * - Recognize that words and groups of words can be joined (using "et," "mais," "ou," "si," "donc," "alors").

Recognize Form Classes. (continued)

* -- Identify pronouns:
    * - Recognize and use subject pronouns: je, tu, il, elle, nous, vous, ils, elles, on.
    * - Recognize and use direct object pronouns: me, te, le, la, nous, vous, les.
    * - Recognize and use indirect object pronouns: me, te, lui, nous, vous, leur.
    * - Recognize and use reflexive pronouns: me, te, se, nous, vous.
    * - Recognize and use demonstrative pronouns: celui, celle, ceux, celles.
    * - Recognize and use relative pronouns: dont, qui, que, lequel, laquelle, lesquel(les), y.
    * - Recognize and use possessive pronouns: mien(ne), miens/miennes; tien(ne), tiens/tiennes.

THIRD GRADE

WORD POWER

The student will:

Refine Understanding and Use of Synonyms, Antonyms, Compound Words, Root Words, Suffixes, Homonyms and Word Origins.

* -- Recognize that synonyms are words that have similar meanings.
* -- Recognize that antonyms are words that have opposite meanings.
* -- Recognize and use the suffixes: -ment; -té; eur/euse; -ette; -tion; -age; -ure; -ant.
* -- Recognize that some words have more than one meaning.
* -- Recognize homonyms as words that are pronounced the same but have different spellings and meanings.
-- Recognize simple word origins.

Develop Understanding of Prefixes.

* -- Recognize prefixes as word parts added at the beginning of words that change the meanings of the words: re-; -in.

THIRD GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correctly Various Form Classes.

* — Make effective use of verb forms.
* -- Make effective use of comparative adjectives.
* — Establish effective placement of adverbial modifiers.
* -- Make effective use of pronoun agreement.

Develop Understanding of Dialect.

* — Develop dialect appropriate for classroom work:
    * - Use the "vous" form appropriately.
    * - Use "Comment?" and "Pardon" appropriately.

Develop Conventions and Mechanics.

* — Refine relationship between spoken English and writing skills of capitalization and punctuation (period, comma, question mark, apostrophe, "guillemets").
* -- Use correct punctuation.
    * - Period.
    * - Question mark.
    * - Comma.
    * - Apostrophe.
* -- Use abbreviations correctly.
* — Use "guillemets" correctly (quotations).
  -- Underline (titles of books).
* -- Understand use of capitalization.

Develop Handwriting Skills.

* -- Write legibly in manuscript and cursive forms.

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from French phonics.





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THIRD GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use declarative sentences.
* — Use interrogative sentences.
* -- Use imperative sentences.
* -- Use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs.
    * - Write main ideas in topic sentences.
    * - Tell more about main idea in related sentences (detail).
    * - Use sensory details.
* -- Use skills of organization, unity, continuity, clarity.
* -- Identify paragraphs, main ideas, details, and sequence of a story.

Engage in Composing Experiences.

* — Develop beginnings and endings to stories.
* — Plan and write stories from simple outlines (main idea outlines only).
* -- Understand parts of friendly letters.
* -- Compose friendly letters and addresses.
* -- Write summaries (most important points of story).
  -- Compose dramatic scenes and skits..

Use Symbols of Correction.

* -- Proofread written work.
* -- Edit compositions.
* -- Rewrite rough drafts.

THIRD GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* — Create stories.

Expand Functional Writing.

* -- Compose notes.
* -- Compose reports.
* -- Compose invitations.

THIRD GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Characters (including traits, roles, and motives).
* -- Recognize setting, plot, tone-mood.

Understand Types of Literature.

* -- Respond to proverbs.
* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to historical fiction.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.
* -- Respond to science fiction.
* -- Respond to the tall tale.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification.
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact or opinion.
* -- Distinguish between rhythm and rhyme.
* -- Respond to imagery.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literary elements in the reading lesson. (See Appendix C of "The English Language Arts Program" - MPS.)

THIRD GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
  * - Be attentive and courteous.
  * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow oral directions:
  - Maps.
  - Poems.
  * - Teacher-designed activities.
  * - Specific tasks.
* -- Indentify rhyming words in poetry.
* -- Recognize the elements of French phonics and syllabification.
* -- Expand vocabulary and usage skills.
* -- Recall story sequence, details, and action.
* -- See and feel pictures painted with words:
  * - Discriminate between significant and insignificant detail.
  * - Retell a story.
  * - Obtain oral information from appropriate sources (teacher, other persons, recordings).
* -- Be able to transcribe in written form information presented orally through "dictées."

Develop Speaking Skills.

* -- Develop articulation skills:
  * - Understand the effect volume, pitch, tone, and inflection have on feelings.
* -- Speak in complete sentences.
* -- Contrast:
  * - Actions.
  * - Events.
  * - Animals.
  * - Objects.
  * - Feelings
  * - Space/time relationship

Develop Speaking Skills. (continued)

* -- Relay accurate messages.
* -- Conduct interviews.
* -- Present oral reports.
* -- Memorize poems.
* -- Express needs and wishes (J'ai faim; je voudrais . . . .).
* -- Use terms of courtesy (Merci; De rien).
* -- Give clear sentence response to questions.
* -- Participate in group discussion:
    * - Stories
    * - Story elements
    * - Story problems.
    * - Titles.
* -- Recite poetry, rhymes, jingles, stories (parts of).
* -- Present book reports.

Creative/Dramatic Skills.

* -- Role play action of characters in stories and poems.
* -- Use non-verbal expressions (pantomime).
* -- Tell stories, songs, poems, experiences.
* -- Dramatize events, situations, poetry, plays, choral reading.

Develop Classroom Dialect.

* -- Develop and use dialect appropriate for classroom conversation.
  -- Recognize dialectical differences in French.

THIRD GRADE

UTILIZING STUDY SKILLS

The student will:

Use Basic Location Aids.

* -- Use Table of Contents.
* -- Apply skills of alphabetical order.
* -- Locate page numbers.
* — Use index.

Use Standard Book Features.

— Use graphic aids: maps, pictures, graphs (horizontal bar).

Use Information in Reference Sources.

* -- Use dictionary/glossary: guide words, entry word, definitions, picture, illustrative sentence/phrase, root words, inflected form/pronunciation.

Organize Information.

* -- Understand classifying.

Develop Technique and Rate for Purpose and Content.

* -- Become aware of need for rereading.

FOURTH GRADE

LANGUAGE/BULDING SENTENCES
(Syntax and Rhetoric)

The student will:

Maintain Sentence Sense.

* -- Arrange words correctly in sentences.
* — Name himself/herself last in compound constructions.
    * - Use "nous" after compound subject: Jean et moi, nous allons à l'école.
* -- Avoid using run-on sentences.
* — Avoid using sentence fragments.

Extend Sentence-Building Skills.

* -- Combine simple sentences by compounding subjects, compounding predicates, and using conjunctions (et, mais, ou, si, donc, alors).
* -- Identify kinds of sentences:
    * - declarative (statement)
    * - interrogative (question)
    * - imperative (command)
    * - exclamatory
* — Expand the subject and predicate with modifiers.

Recognize Sentence Patterns.

* — Identify the simple subject and simple predicate.

Distinguish Among Form Classes.

* -- Identify plural nouns.
* -- Form plural nouns (-s; -x; -aux).
* -- Identify singular nouns.
* -- Identify masculine and feminine nouns.
* — Identify common nouns.
* -- Identify proper nouns.



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Distinguish Among Form Classes. (continued)

* — Form possessives:
  * - Use "de." C'est le livre de Jean.
  * - Use "à." C'est à moi.
  * - Use possessive pronoun. C'est le tien.
* -- Identify verbs:
  * - Recognize and use the correct form of regular "-er," "-ir," and "-re" verbs in the following tenses: le présent, le passé composé, l'imparfait, le futur, le conditionnel.
  * - Recognize and use the correct form of frequently used irregular verbs (être, avoir, faire, aller, venir, pouvoir, vouloir) in the following tenses: le présent, le passé composé, l'imparfait, le futur, le conditionnel.
  * - Recognize and use (in writing) "le passé simple."
  * - Recognize which verbs are used with helping verbs "être" and "avoir."
* — Identify the origin of contractions.
* -- Form contractions.
* -- Identify adjectives:
  * - Recognize and use correctly masculine and feminine forms of adjectives.
  * - Recognize which adjectives come before and after nouns.
  * - Recognize the adjectives for which placement before or after noun determines meaning.
  * - Use regular and irregular comparative forms of adjectives.
  * - Recognize and use possessive adjectives (ma, mon, mes. ta, ton, tes, sa, son, ses, notre, notres, votre, votres, leur, leurs).
  * - Recognize and use demonstrative adjectives (ce, cette, ces).
  * - Recognize and use partitive adjectives (du, de la, des, de l').
* -- Identify adverbs:
  * - Recognize that adjectives frequently end with "-ment."
* — Identify articles:
  * - Recognize and use definite articles (le, la, les, l').
  * - Recognize and use indefinite articles (un, une, des).
  * - Recognize and use the definite article in combination with "à" (au, à la, aux, à l') and "de" (du, de la, des, de l').
* -- Identify pronouns:
  * - Recognize and use subject pronouns (je, tu, il, elle, nous, vous, ils, elles, on).
  * - Recognize and use direct object pronouns (me, te, le, la, nous, vous, les).
  * - Recognize and use indirect object pronouns (me, te, lui, nous, vous, leur).
  * - Recognize and use reflexive pronouns (me, te, se, nous, vous).
  * - Recognize and use demonstrative pronouns (celui, celle, ceux, celles).

Distinguish Among Form Classes. (continued)

* -- Identify pronouns: (continued)
  * - Recognize and use relative pronouns (dont, qui, que, lequel, laquelle, lesquel(les), y, en).
  * - Recognize and use possessive pronouns (mien(ne), miens/miennes; tien(ne), tiens/tiennes; sien(ne), siens/siennes; nôtre, nôtres; vôtre, vôtres; leur, leurs).

FOURTH GRADE

DEVELOPING WORD POWER
(Morphology, Etymology, Semantics)

The student will:

Refine Language Concepts.

* — Identify synonyms.
* — Identify antonyms.
* — Form antonyms using prefixes (ir-, in-, non-, dés-).
* — Use homonyms correctly.
-- Develop an awareness of word origins.
* — Identify root words.
* -- Identify and use prefixes (ir-, in-, em-, par-, re-, pré-, r-).
* -- Add prefixes to change word meaning.
* -- Identify and use suffixes (-ment, -ure, -age, -tion, -ant, -et, -té, -eur/euse).
* -- Add suffixes to change word meaning.
* -- Identify multiple meanings of words using the dictionary.
— Use clear, colorful nouns, verbs, adjectives, and adverbs.
-- Extend his/her content area vocabulary development.

FOURTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Maintain Usage Skills.

* -- Use correct verb forms to agree with the subject of a sentence.
* -- Use the correct tense of verb forms in a sentence.
* -- Use adjectives correctly in a sentence.
* -- Use adverbs correctly in a sentence.
* -- Use pronouns combined with "-même."

Maintain Classroom Dialect.

* -- Use appropriate classroom dialect for classroom work.
    * - Use the "vous" form appropriately.
    * - Use "Comment?" and "Pardon" appropriately.

Develop Awareness of Conventions of Punctuation and Capitalization.

* -- Understand the relationship between spoken French and writing skills of capitalization and punctuation (period, comma, question mark, apostrophe, "guillemets").
* -- Use end marks correctly:
    * - Period at the end of a declarative sentence.
    * - Question mark at the end of an interrogative sentence.
    * - Exclamation point at the end of an exclamatory sentence.
    * - Period after some abbreviations.
* -- Use commas correctly:
    * - Separate items in a series of three or more. (For absolute clarity, it is better to use a comma before the conjunction in the last two items of a series.)
    * - Separate items in dates (le 10 juin, 1984).
    * - After the salutation of a friendly letter.
    * - After the closing of a letter.
    - Set off a direct quotation unless an end mark is used.
    - Underline the titles of books and periodicals.
    - Use "guillemets" to enclose a direct quotation (including both parts when interrupted).

Develop Awareness of Conventions of Punctuation and Capitalization. (continued)

* -- Use commas correctly: (continued)
  - Use apostrophes to show missing letters in contractions (j'ai; C'est).

* — Capitalize the first word in a sentence.
* -- Capitalize proper nouns:
  * - Names of persons.
  * - Initials.
  * - Geographical names (cities, states, streets, etc.).
  * - Organizations, businesses, government bodies, institutions, buildings.
  * - Special events.
  - Historical events.
  * - Nationalities, races, religions (except when used as an adjective).
  - Brand names.
  - Particular places, things, events (planets, monuments, etc.).
  * - Words referring to deity (le bon Dieu).
* — Capitalize titles:
  * - When they precede a name (le Président Reagan).
  * - Special name for a particular person (Maman, Papa).
  - First word of titles of books, periodicals, poems, movies, stories, paintings, etc.
— Capitalize the first word in a direct quotation.
* — Capitalize the first word of the salutation and closing of a letter.
* — Indent the first line of a paragraph.

Maintain Handwriting Skills.

* -- Use legible cursive handwriting.

Extend Spelling Skills.

* -- Use spelling skills drawn from French phonics.

FOURTH GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use the four kinds of sentences in compositions:
  * - Declarative (statement).
  * - Interrogative (question).
  * - Imperative (command).
  * - Exclamatory.

Participate in The Laboratory Process.

* -- Be introduced to the Laboratory Process for composition activities. (See Appendix A of "The English Language Arts Program" - MPS.)

Use Principles of Good Writing.

* -- Understand the definition of a paragraph.
* -- Identify and write topic sentences.
* -- Identify and write detail sentences.
* -- Understand the ordered development of a paragraph and of short compositions.
* -- Write organized paragraphs and short compositions.
* -- Write paragraphs and short compositions that have unity.
* -- Write paragraphs and short compositions that have continuity (logical sequence).
* -- Write with clarity.
* -- Use words that appeal to the imagination in writing.

Engage in Composing Experiences.

* -- Write topical paragraphs.
* -- Prepare short written composition on a "how to" process.
* -- Prepare a one-paragraph theme of travel directions including distance and direction.
* -- Compose a short autobiographical narrative.

Use Symbols of Correction.

* — Be introduced to basic symbols of correction.
* — Proofread written work (mechanics and usage.).
* — Edit written work (content).
* — Rewrite written work to achieve an improved compo ition product.

FOURTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Extend Creative Writing Skills.

— Write poems.
* — Write stories.
-- Write plays.
-- Develop comic strips.
-- Design greeting cards.

Extend Functional Writing Skills.

* -- Write book reports (les résumés).
* -- Prepare written factual reports (les compte-rendus).
* -- Identify the parts of a friendly letter.
* — Write friendly letters.
* -- Write invitations and replies.
* -- Write announcements.

FOURTH GRADE

COMPREHENDING LITERATURE (APPRECIATION)

The student will:

Understand Story Elements.

* — Identify and react to the character traits, roles, and motives in a selection.
* -- Identify the setting of a selection.

Distinguish Among Types of Literature.

* -- Distinguish between autobiographies and biographies.
* -- Distinguish between animal stories and fables.
* -- Respond to folk and fairy tales.
* -- Respond to a variety of poems including the story-poem, literary ballad, and folk ballad.
* -- Respond to tall tales.
* -- Respond to the adventure story.

Appreciate Techniques and Elements of Style.

* -- Recognize exaggeration in literature.
-- Recognize onomatopoeia in literature (rumble, click).
-- Recognize alliteration (slowly, slush, slippery).
* -- Recognize flashback in literature.
* -- Recognize personification in literature.
* -- Recognize the point of view in literature (first person, third person).
* -- Distinguish between reality and fantasy in literature.
* -- Distinguish between fact and opinion in literature.
* -- Recognize rhythm and rhyme in poetry.
* -- Recognize humor in literature.

Comprehend the Directed-Reading Lesson Approach.

* -- Recognize and respond to the directed reading lesson in the presentation of literature. (See Appendix C of "The English Language Arts Program" - MPS).

FOURTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Maintain Listening Skills.

* -- Take accurate messages.

Maintain Speaking Skills.

* -- Demonstrate good articulation skills: pitch, stress, juncture (blending and connecting), clarity.
* -- Make introductions.
* -- Participate in discussions.
*--- Give book talks.

Develop Creative/Dramatic Skills.

* -- Interpret body language.
* -- Use body language.
* -- Speak expressively.
* -- Participate in choral reading.
* -- Dramatize a play.
* -- Dramatize a story.
* -- Demonstrate expressive oral reading for listener enjoyment.

Maintain Classroom Dialect

* -- Use appropriate classroom dialect for classroom conversation.
* -- Recognize French dialectical differences.

FOURTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Interpret page numbers in a table of contents and index.
* -- Use the table of contents.
* -- Understand and apply alphabetical order.
* -- Identify key words found in an index.
* -- Recognize main topics in an index.
* -- Recognize subtopics in an index.
* -- Interpret cross-reference in an index.

Understand and Use Dictionary/Glossary.

* -- Use guidewords to determine if a word is on a page.
* -- Identify entry words.
* -- Understand multiple-word definitions.
* -- Understand that pictures illustrate some entry words.
* -- Understand that a sentence or phrase may be used to show word meaning.
* -- Reduce words containing suffixes to their root words.
  -- Locate words in the dictionary when given inflected forms.

Understand and Use Encyclopedia.

* -- Identify entry words.
* -- Identify key words.
* -- Select the correct encyclopedia volumes in which to locate specific information.
* -- Use guide words to determine if a selected topic is on a page.

FIFTH GRADE

LANGUAGE/BUILDING SENTENCES
(Syntax and Rhetoric)

The student will:

Maintain Sentence Sense.

* -- Arrange words correctly in sentences.
* -- Avoid using run-on sentences.
* -- Avoid using sentence fragments.

Extend Sentence-Building Skills.

* -- Avoid sentence combining through excessive use of conjunctions.
* -- Identify kinds of sentences:
    * - Declarative (statement).
    * - Interrogative (question).
    * - Imperative (command).
    * - Exclamatory.
* -- Expand the subject and predicate with modifiers.

Recognize Sentence Patterns.

* -- Identify the subject and predicate (including understood subject).
* -- Recognize noun, verb, adjective, and adverb placement in sentence patterns.

Distinguish Among Form Classes.

* -- Identify plural nouns.
* -- Form plural nouns.
* -- Identify singular nouns.
* -- Identify common nouns.
* -- Identify proper nouns.
* -- Identify masculine and feminine nouns.
* -- Form possessives.

Distinguish Among Form Classes. (continued)

* — Identify and use regular "-er," "-ir," and "-re" verbs in the following tenses: le présent, le passé composé, l'imparfait, le futur, le conditionnel, le passé simple.
* — Identify and use frequently used irregular verbs in the following tenses: le présent, le passé composé, l'imparfait, le futur, le conditionnel, le passé simple.
* -- Recognize which verbs are used with helping verbs "être" and "avoir."
* -- Be introduced to the present subjunctive verb tense for regular "-er" verbs and frequently used irregular verbs.
* -- Identify the origin of contractions.
* -- Form contractions.
* -- Identify adjectives.
* — Identify nouns and pronouns that adjectives modify.
* -- Identify kinds of adjectives (which, what kind, how many).
* -- Identify adjective noun signals (articles).
* -- Identify adverbs.
* -- Identify verbs that adverbs modify.
* — Identify kinds of adverbs (how, when, where).
* -- Form adverbs from adjectives.
* -- Identify pronouns.
* -- Be introduced to conjunctions that are followed by the subjunctive verb tense:

| | |
|---|---|
| à moins que | quoique |
| avant que | jusqu'a ce que |
| pour que | afin que |

FIFTH GRADE

DEVELOPING WORD POWER
(Morphology, Etymology, Semantics)

The student will:

Refine Language Concepts.

* -- Substitute synonyms for words using the dictionary.
* -- Identify antonyms.
* -- Form antonyms using prefixes.
* -- Use homonyms correctly.
  -- Develop broader awareness of word origins.
* -- Develop an awareness of derivational forms for words.
* -- Recognize the meaning of common prefixes.
* -- Recognize the meaning of common suffixes.
  -- Extend their content area vocabulary development.



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FIFTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Maintain Usage Skills.

* -- Use correct verb forms to agree with the subject of a sentence.
* -- Use correct tense of verb forms in a sentence.
* — Use adverbs correctly in a sentence.
* -- Use the following kinds of adjectives correctly in a sentence: descriptive (masculine and feminine); comparative; possessive; demonstrative; partitive.
* — Use the following kinds of pronouns correctly in a sentence: subject; object; reflexive; demonstrative; relative; possessive; and même.
* -- Use negative words correctly in a sentence:

| | |
|---|---|
| ne . . . pas | aucun(e)/aucuns/aucunes |
| ne . . . rien | nulle part |
| ne . . . jamais | personne |
| ne . . . que | ne . . . ni . . . ni |
| ne . . . plus | |

Maintain Classroom Dialect.

* -- Use appropriate classroom dialect for classroom work.

Maintain Conventions of Punctuation and Capitalization.

* -- Understand the relationship between spoken French and writing skills of capitalization and punctuation (period, comma, question mark, apostrophe, "guillemets").
* — Use end marks correctly:
  * - Period at the end of a declarative sentence.
  * - Question mark at the end of an interrogative sentence.
  * - Exclamation point at the end of an exclamatory sentence.
  * - Period after some abbrevaiations.

Maintain Conventions of Punctuation and Capitalization. (continued)

* -- Use commas correctly:
    * - Separate items in a series of three or more. (For absolute clarity, it is better to use a comma before the conjunction in the last two items of a series.)
* -- Set off expressions that interrupt a sentence:
    - Words of direct address. (Jean, viens ici.)
    - Certain introductory words (Donc, Alors).
* -- Separate items in dates (le 10 juin, 1984).
* -- After salutations of a friendly letter.
    * - After closing of a letter.
    * - Set off a direct quotation unless an end mark is used.
* -- Use a comma after the salutation of a business letter.
* -- Underline titles of books and periodicals.
* -- Use "guillemets" to enclose a direct quotation (including both parts when interrupted).
* -- Use apostrophes correctly (to form contractions "j'ai").
* -- Use hyphens correctly to divide multi-syllabic words at the end of a line.
* -- Capitalize the first word in a sentence.
* -- Capitalize proper nouns:
    * - Names of persons.
    * - Initials.
    * - Geographical names (countries, rivers, lakes, etc.).
* * - Organizations, businesses, government bodies, institutions, buildings.
    * - Special events.
    * - Historical events.
    * - Nationalities, races, religions. (Except when used as an adjective.)
    * - Brand names.
    * - Particular places, things, events (planets, monuments, etc.).
    * -- Words referrring to deity (le bon Dieu).
* -- Capitalize titles.
    * - When they precede a name (le Président Reagan).
    * - First word of titles of books, periodicals, poems, movies, stories, paintings, etc.
* -- Capitalize the first word in a direct quotation.
* -- Capitalize the first word in the salutation and closing of a letter.
* -- Indent the first line of a paragraph.

Maintain Handwriting Skills.

* -- Use legible cursive handwriting.

Extend Spelling Skills.

* -- Use Spelling skills drawn from French phonics.

FIFTH GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use the four kinds of sentences in compositions:
  * - Declarative (statement).
  * - Interrogative (question).
  * - Imperative (command).
  * - Exclamatory.

Participate in The Laboratory Process.

* -- Participate in the Laboratory Process for composition activities. (See Appendix A of "The English Language Arts Program" - MPS.)

Use Principles of Good Writing.

* -- Understand the definition of a paragraph.
* -- Identify and write topic sentences.
* -- Identify and write detail sentences.
* -- Understand the ordered development of a paragraph and of short compositions.
* -- Write organized paragraphs and short compositions.
* -- Write paragraphs and short compositions that have unity.
* -- Write paragraphs and short compositions that have continuity (logical sequence).
* -- Write with clarity.
* -- Use words that appeal to the imagination in writing.
* -- Avoid over-worked words by understanding that topics can be described in more than one way.

Engage in Composing Experiences.

* -- Write topical paragraphs.
* -- Prepare short written composition on a "how to" process.
* -- Prepare a one-paragraph theme of travel directions including distance and direction.
* -- Compose a short autobiographical narrative.

Use Symbols of Correction.

* -- Use the basic symbols of correction.
* -- Proofread written work (mechanics and usage).
* -- Edit written work (content).
* -- Rewrite written work to achieve an improved composition product.

FIFTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Extend Creative Writing Skills.

-- Write poems.
* -- Write narrative short stories.
-- Write plays.
-- Write tall tales.
* — Maintain journals and diaries.
-- Write riddles.

Extend Functional Writing Skills.

* — Write book reports.
* -- Prepare written factual reports.
-- Write news articles that include who, what, when, where and why information.
* -- Write thank-you notes.
* -- Identify the parts of a friendly letter.
* -- Write friendly letters.
* -- Write invitations, replies, and announcements.
* -- Write "dictées."

FIFTH GRADE

COMPREHENDING LITERATURE (APPRECIATION)

The student will:

Understand Story Elements.

* -- Identify and react to the character traits, roles, and motives in a selection.
* -- Identify the setting of a selection.
* -- Identify the plot of a selection.
* -- Identify and react to the tone and mood of a selection.

Recognize Types of Literature.

* -- Differentiate between autobiographies and biographies.
* -- Distinguish among folk, fairy, and tall tales.
* -- Respond to a variety of poems.
* -- Identify and respond to fables.
* -- Identify and respond to historical fiction.
* -- Identify and respond to informational articles.
* -- Identify realistic elements in modern fiction.
* -- Identify and respond to myths and legends.
* -- Respond to dramatic literature.
* -- Identify and respond to science fiction.

Techniques and Elements of Style.

* -- Recognize exaggeration in literature.
* -- Recognize simile in literature.
* -- Recognize metaphor in literature.
* -- Recognize flashback in literature.
* -- Recognize personification in literature.
* -- Recognize the point in view in literature (first person, third person).
* -- Distinguish between reality and fantasy in literature.
* -- Distinguish between fact and opinion in literature.
* -- Recognize rhythm and rhyme in poetry.
* -- Recognize foreshadowing in literature.

Techniques and Elements of Style. (continued)

* -- Recognize imagery in literature.
* -- Identify the author's intent.

Comprehend the Directed-Reading Lesson Approach.

* — Recognize and respond to the directed reading lesson in the presentation of literature. (See Appendix C of "The English Language Arts Program" - MPS.)

FIFTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Maintain Listening Skills.

* — Listen to directions and explain them orally in proper sequence.

Maintain Speaking Skills.

* -- Demonstrate good articulation skills: pitch, stress, juncture, clarity.
* -- Demonstrate courteous greetings.
* -- Demonstrate courteous introductions.
-- Demonstrate starting conversation.
* -- Demonstrate conversation courtesy.
* -- Identify the characteristics of effective discussion.
* -- Participate in discussions.
-- Identify the steps in preparing for an interview.
-- Interview someone.
* -- Gather, organize, and express information clearly in an oral report.

Develop Creative/Dramatic Skills.

* -- Tell a story from memory in her/his own words, keeping the events in sequence.
* -- Use body language.
* -- Speak expressively.
* -- Participate in choral reading.
* -- Dramatize a story.
* -- Demonstrate expressive oral reading for listener enjoyment.

Maintain Classroom Dialect.

* -- Use appropriate classroom dialect for classroom conversation.
* -- Recognize French dialectical differences.

FIFTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Interpret page numbers in a table of contents and index.
* -- Use the table of content.
* -- Understand and apply alphabetical order.
* -- Identify key words found in an index.
* -- Recognize main topics in an index.
* -- Recognize subtopics in an index.
* -- Interpret cross-reference in an index.

Understand and Use Dictionary/Glossary.

* -- Use guide words to determine if a word is on a page.
* -- Identify entry words.
* -- Understand multiple word definitions.
* -- Understand that pictures illustrate some entry words.
* -- Understand that a sentence or phrase may be used to show word meaning.
* -- Reduce words containing suffixes to their root words.
* -- Locate words in the dictionary when given inflected forms.
* -- Use phonetic alphabet as aid in pronouncing words correctly.

Understand and Use Encyclopedia.

* -- Identify entry words.
* -- Identify key words.
* -- Select the correct encyclopedia volumes in which to locate specific information.
* -- Use guide words to determine if selected topic is on a page.
* -- Use section headings to gain information about each section of an entry.
-- Use cross-references to find more information about subjects.

Organize and Evaluate Information.

* -- Decide if a subject is appropriate for a report.
  -- Consider if an information source is accurate and check different viewpoints.
* -- Maintain and extend ability to classify notes under main topics.
* -- Maintain and extend ability to summarize by stating main ideas in a few words.
* -- Maintain and extend ability to take notes on important facts from given information (oral and printed).
* -- Maintain and extend ability to use correct form in outlining to subtopics and beyond.

SIXTH GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Sentence Sense.

* -- Differentiate between a sentence and a non-sentence.
* -- Understand the function of the two major parts of a sentence: the noun as subject and the verb as predicate.
* -- Recognize and use the basic sentence patterns at least at a level of minimum competence.

Develop Sentence-Building Skills.

* -- Recognize and be able to expand basic sentence patterns through the processes of coordination and modification.
* -- Recognize and use function words like determiners, prepositions, intensifiers, and auxiliaries in expanding basic sentence patterns.

SIXTH GRADE

WORD POWER

The student will:

Develop Word Power.

* — Understand word structure and origin.
* — Understand that new words come into the French language from other languages.
* -- Improve oral and written communication through selection of words for exact meanings.
* -- Develop facility with words to denote order, likeness, or contrast.
* -- Grow in the ability to use varied word forms.
* -- Add suffixes and prefixes to root words (bases) to give words different meanings.
* -- Develop word lists of his/her own using suffixes and prefixes.

| Suffixes | Prefixes |
|---|---|
| -age | re- |
| -ure | em- |
| -ment | in- |
| -et | ir- |
| -tion | par- |
| -ant | pré- |
| -té | r- |

* -- Expand content area vocabulary.

SIXTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Refine Usage and Manuscript Skills.

* -- Observe the need for using classroom dialect and continue refining that dialect.
* -- Understand that there are varieties or oral and written language usage which depend upon time, place, and circumstance.
* -- Make a complete transition from manuscript to cursive writing.
* -- Refine spelling skills drawn from French phonics.
* -- Maintain conventions of capitalization and punctuation applying them accurately to her/his own writing.



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SIXTH GRADE

COMPOSING

The student will:

Compose Paragraphs.

* — Apply sentence-building and vocabulary-building techniques to the development of a single paragraph.
* -- Understand the purposes for writing a paragraph: information, entertainment, persuasion.
* -- Use description, narration, and exposition as methods of paragraph development.
* -- Use transition words like "après, puis, ensuite, enfin, finalement" to link sentences within a paragraph.

Participate in the Writing Laboratory Process.

* -- Participate in writing laboratory process. (See Appendix B.)
* -- Reflect paragraph sense: topic sentence, unity, clarity, organization.
* -- Determine the topic sentence of paragraph.
* -- Organize supportive ideas.
* -- Compose rough draft.
* -- Share rough draft with peers for evaluation.
* -- Revise and rewrite rough draft.
* -- Write final copy.
* -- Proofread the final copy.
* -- Participate in class and teacher evaluation of final copy.
* -- Understand the symbols of correction.

SIXTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Refine Creative Writing Skills.

* -- Construct a short narrative.
-- Compose a dramatic scene or skit.
-- Compose within a poetic form like haiku or cinquain.

Refine Functional Writing Skills.

* -- Compose a friendly letter.
* -- Produce a business letter.
* -- Write a social communication.

SIXTH GRADE

COMPREHENDING LITERATURE

The student will:

Develop Literature Appreciation and Comprehension.

* -- Differentiate among various types of literature -- fairy tales, myths, legends, fables, nursery rhymes, fiction, biography, short essays, drama, and poetry.
* -- Respond and understand characterization in literature.
* -- Understand relationships between specific details and central actions and ideas in a piece of literature.
* -- Understand point of view in literature, including the author's physical perspective and attitude toward the subject.
* -- Understand and respond to mood and atmosphere as tonal values in literature.

SIXTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Classroom Dialect.

* -- Maintain use of dialect appropriate for classroom conversation.
* -- Recognize dialectical differences in the French language.

Practice Conventions of Social Conversation/Listening.

* -- Avoid embarrassing or hurtful statements.
* -- Express disagreement courteously.
* -- Question and clarify patiently.
* -- Attempt to include everyone in conversation.
* -- Discover interests of participants through questioning.
* -- Listen attentively and with interest.
* -- Respond to questions politely.

Develop Panel Discussion Skills/Listening.

* -- Learn conventions of panel discussions:
    * - Small group (speakers and chairperson).
    * - Give-and-take exchange with no prepared speeches.
    * - Preparation on topic to form opinions based on research.
    * - Chairperson as a facilitator.
    * - Open discussion when panel is concluded.

* -- Participate in panel discussions as speaker, chairperson, audience.
* -- Learn to accept criticism as growth experience.
* -- Learn to render criticism honestly and politely.

Refine Storytelling Ability/Listening.

* -- Select material that is interesting.
* -- Speak clearly and with appropriate emotions.
* -- Create characters, mood, suspense.

Refine Storytelling Ability/Listening. (continued)

* -- Lead to climax.
* -- Conclude quickly.
* — Listen attentively.

Refine Reporting Skills/Listening.

* -- Select material (books, demonstrations, projects) that is interesting.
* -- Be knowledgeable about the topic.
* -- Use factual information, examples, and comparisons for clarity.
* -- Organize information logically.
* -- Summarize concisely.
* -- Listen attentively.
* -- Ask appropriate questions.

SIXTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Maintain skills relative to use of indexes.
* -- Maintain and refine skills needed to use dictionaries efficiently.
* -- Refine knowledge of information available in dictionaries:
    * - Pronunciation.
    * - Spelling.
    * - Syllabication.
    * - Derivation.
    * - Parts of speech.
    * - Meanings.
* -- Maintain use of headings and subheadings to gain information, to organize, to outline, to paraphrase.



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